**K-5ELA Lesson Plan**

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| **Teacher: Jefferson Elem** | | **Grade: 1** | | | **Date(s)**: Day 16-19 |
| **Unit Title: *Wanted: A Few Good Friends*** | | | **Corresponding Unit Task: Task 5- creating a digital memory book (ongoing)** | | |
| **Essential Question(s): Reading:** Why is it important for good readers, writers and speakers to remember the important details when retelling a story, poem or informational text? How do illustrations help good readers locate and remember the important details in a story?  **Writing:** How does using capital letters at the beginning of the sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? How can drawing pictures help us better communicate our ideas, thoughts and feelings and understanding?  **Speaking and Listening:** Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  friendship story frame on overhead, Elmo, chart, etc.  books about character traits (see guidance counselor)  index cards to write character traits for students  poems about character traits  PowerPoint  rubric for creating a digital memory book on overhead, Elmo, chart, etc.  individual version of story frame (as needed)  AB partner tags  individual rubric for creating a digital memory book | | | | **Powerpoint- digital slide show** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:** RL.1.1 – Ask and answer questions about key details in the text.  RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL.1.7 – Use illustrations and details in a story to describe its characters, setting or events.  RL1.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.  RI.1.1 – Ask and answer questions about key details in the text.  RI.1.2 – Identify the main topic and retell key details of the text.  RI.1.7 – Use the illustrations and details in a text to describe its key ideas.  L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s): I can help create a digital memory book about character traits.**  **Instructional Plan:**  **Day 1: With teacher support and guidance, students will review and discuss character traits using the super hero anchor chart (other resources might include books from counselor).**  **Teacher will select and explain three character traits that she/he would select.**  **Day 2: Teacher will read “slide” information:**  **My name is \_\_\_\_\_\_.**  **I am a good friend because**  **I am \_\_\_\_\_\_\_.**  **I am also \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ .**  **\*writing activity\***  **Then students will partner share what they have written about themselves.**  **Day 3: \*guidance counselor\***  **Day 4: Teacher will choose own character trait books/poems (ex. Berenstain Bears: Too Much Teasing, Sometimes I Feel Like a Mouse, etc). Also can view on United Streaming the video, Reading Rainbow: Max. This video is about everyday heroes and the character traits they hold.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:** W.1.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing including in coloration with peers.  W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.  L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (print all upper and lower case letters; use common, proper and possessive nouns; use personal, possessive, and indefinite pronouns; use determiners [articles and demonstratives]; produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompt .  L.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (capitalize dates and names of people; use and punctuate for sentences; use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; use commas in dates, and to separate single words in a series; spell untaught words phonetically, drawing on phonemic awareness and spelling conventions).  L.1.4 – Determine or clarify the meaning of unknown  and multiple meaning words and phrases based upon **grade 1 reading and content**, choosing flexibly from an array of strategies (use sentence-level context as a clue to the meaning of a word or phrase).  L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (ex – *I named my hamster Nibblet because she nibbles too much because she likes that.)*  **I Can Statement(s): I can complete a story frame using correct capitalization, punctuation and environmental print.**  **Instructional Plan: Day1: Teacher will model the friendship story frame (including modeling for: capitalization, punctuation, spelling known words correctly, using environmental print) (COPS). Format listed above.**  **In a sharing circle, students will decide on the three traits they will use and the teacher will write the traits for each student on index cards the students can use while writing.**  **Day 2: Students will write their individual trait story frames with teacher support. They will then be partnered to revise and edit. Teacher will monitor.**  **Day 3: Students will illustrate themselves. \*This drawing should be included in the digital book by either scanning illustration or taking a picture of it. Post next to real photo of child.\***  **Day 4: Whole group, students will collaborate and dictate Class Memory Book title. Create list and take a survey of top three, then vote on number 1 choice.**  **In small groups, teacher will involve students in the creation of their “page”- color, background, font, and layout.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * **Modeled** * **Shared** * **Guided Practice** * **Independent** | **Speaking & Listening**  **Standards:** SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups (follow agreed upon rules for discussions [listening to others with care, speaking one at a time about the topics and texts under discussion]; build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.  SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.  SL.1.6 – Produce complete sentences when appropriate to tasks and situations.  L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (use common, proper and possessive nouns; use personal, possessive and indefinite pronouns; use determiners like articles and demonstratives; produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.  **I Can Statement(s): I can work successfully with an AB partner to share, revise, and edit my character trait story frame.**  **Instructional Plan:**  **Day 1: Students will select and share the three character traits they will use in the friendship story frame.**  **Day 2: Teacher will partner up students to revise and edit one another’s work. This will be modeled first and children should follow procedures of oral reading and listening.**  **Day 3: Teacher will provide AB partner tags to students (half A and half B). Students will find an AB partner and share their stories (teacher will set timer for 5 minutes). When the timer goes off, students will find different AB partners and repeat the process. Students will change AB partners 3-4 times to give them opportunities to practice their oral reading skills.**  **Day 4: Students will listen to one another’s ideas for class book title and have an open discussion- whole group.** | | | | |
| **Closing/Summarizing Strategy** | **Students will use the rubric for creating a digital memory book (see materials) to assess their revised and edited friendship story frames.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Using magazines, students will work in groups to create a collage of pictures and words that reflect the character trait they are given.** | | **Struggling readers and writers and may need to dictate tot eh teacher their responses when completing the story frame.** | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Individual friendship story frames.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*